ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002137	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
The Board of Public Education, Pittsburgh, Pennsylvania

5. TITLE OF DOCUMENT ABSTRACTED:
Course of Study, World Geography - Grade 7

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Board of Public Education, Division of Curriculum Development and Research
ST.
CITY, STATE Pittsburgh, Pennsylvania
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
The Board of Public Education
Pittsburgh, Pennsylvania

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	March 1963	38

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Curriculum Guide

16. INDEXING TERMS (6-12)

human living	geographical concepts	curriculum guides	
historical concepts	graphic information	physical division	
political divisions	world geography	interdependence	
	seventh grade	cultural concepts	

17. ABSTRACT (MAX. 250 WORDS)

A seventh grade world geography course for middle track students is presented. Generalizations for each unit, along with suggestions for teaching and lists of audiovisual aids, are included. Students are encouraged to derive general geographic and economic principles from their study of the specific. Ten units for study encompass the continents.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

375 B.841 Hs.1

Lal

ED0002137

Course of Study

WORLD GEOGRAPHY

Grade 7

THE BOARD OF PUBLIC EDUCATION

Pittsburgh, Pennsylvania

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WORLD GEOGRAPHY

COURSE OF STUDY

Grade 7

Division of Curriculum Development and Research

THE BOARD OF PUBLIC EDUCATION

Calvin E. Gross, Superintendent

PITTSBURGH, PENNSYLVANIA

March 1963

Educational Materials Laboratory
Office of Education
MAY 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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INTRODUCTION

The seventh grade world geography course relates directly to the historical and cultural concepts that the students have been studying in the fifth and sixth grades. It builds upon these prior learnings to emphasize geographic and economic concepts for the physical divisions and leading political entities of the earth today. The teacher will note that, since the course is limited to about 160 lessons, many traditional but less important areas have been omitted altogether.

To guide teachers in selecting materials to teach, the course writers have prepared generalizations for each unit. These generalizations should also assist students to think in terms of geographic and economic principles and should emerge after the students have studied specific examples.

Three sequences for the course are listed below. Each suggested sequence involves a logical unity. Since there are three sequences, the teacher will be better able to secure audio-visual aids and reference materials.

Recommended Sequence of Units for Areas

North Side	East End	Other Areas
I. Introduction	I. Introduction	I. Introduction
VI. Mediterranean	II. United States	VII. U.S.S.R.
V. Northwest Europe	III. Canada	VIII. Far East
VII. U.S.S.R.	IV. Latin America	IX. Africa
IX. Africa	V. Northwest Europe	VI. Mediterranean
VIII. Far East	VI. Mediterranean	V. Northwest Europe
II. United States	VII. U.S.S.R.	IV. Latin America
III. Canada	VIII. Far East	II. United States
IV. Latin America	IX. Africa	III. Canada
X. Toward a Better World	X. Toward a Better World	X. Toward a Better World

The adopted text, *Our World and Its Peoples*, contains suitable bibliography at the end of each unit which can be of real assistance to the teacher in supplementing the text and this course of study.

WORLD GEOGRAPHY OVERVIEW

Grade 7
(See Introduction for recommended sequence)

Text: Kolevzon and Heine, *Our World and Its Peoples*, Allyn and Bacon, Inc., 1960

Units	Page References	Time Allotment
I. Our Earth (Introduction) How geography influences man Solar system and earth movements World patterns of climate, resources, and land	10-64	2 weeks
II. The United States Alaska and Hawaii Geographic and economic development by regions Basis of its world power	68-147 (470-475 (452-455	5 weeks
III. Canada Cultural and economic ties with the United States Extensive resources, limited development	148-177	2 weeks
IV. Latin America Extremes of topography and climate Slow development of resources and manufacturing Economic and political status of Latin-American countries	178-222	4 weeks
V. Northwest Europe Cultural influences on the United States Rapidly expanding economy and the Common Market Location and climate	226-285	4 weeks
VI. Mediterranean and Middle East Mediterranean climate and topography Cradle of civilizations Middle East oil	290-330	3 weeks

Units	Page References	Time Allotment
VII. The U.S.S.R. and Eastern Europe Size, location, and climate Agriculture and industry Communism--people, governments, world politics Satellites	332-382	6 weeks
VIII. Far East--including Australia and New Zealand Ancient cultures Countries Climate Overpopulation--insufficient agriculture State of industrial growth	386-451	5 weeks
IX. Africa Topographical limitations Subsistence and plantation agriculture Republic of South Africa--apartheid	456-466	2 weeks
X. Toward a Better World Utilization of world resources Atomic energy--two-edged sword Value of the United Nations	478-495	1 week

OBJECTIVES

1. To help the student understand how and where men live
2. To develop critical thinking and an objective approach to geography
3. To encourage students to understand the interdependence of peoples
4. To appreciate the influence of climate, topography, and resources on human living
5. To help students develop geographic skills
6. To reinforce these teachings with current news
7. To help students understand the economic response to geographic environment

SOCIAL STUDIES SKILLS

The student must develop the fundamental skills necessary for the comprehension and interpretation of the geography material and concepts pertinent to the unit. These skills are best developed in active learning situations and must be applied to the study of how people live in some specific area.

A. Globes

1. Use of globe as a true map of the world.
2. Locate places when given their latitude and longitude.
3. Measure great circle distances.
4. Apply longitudinal readings in calculation of space time.
5. Explain concepts related to seasons.

B. Maps

1. Make maps showing data and relationships involved in class activities
2. Choose the right map for a particular purpose.
3. Read and interpret descriptive facts from new types of maps, such as:

    a. Climate
    b. Population density
    c. Vegetation
    d. Political

e. Economic
f. Ocean routes
g. Ocean currents
h. Wind belts

C. Graphs

1. Read and interpret graphs to reveal comparisons, trends, and changes.

2. Use graphic information when needed in explaining human activities in a region.

3. Interpret more difficult graphs.

a. Comparative bar graphs
b. Percentage graphs (circle graphs or single bar graphs showing percentage of the whole)

4. Construct graphs.

D. Pictures

1. Use a set of pictures of a region to draw inferences of possible relationships.

2. Use pictures as evidence for or against a supposition concerning utilization of resources or of a region.

3. Raise geographical problems of high level based on facts seen in pictures.

E. Textbooks and reference materials

1. Use the resources of the library.

2. Locate and use information, data, and evidence from various sources.

3. Find and use current statistics in such reference books as *World Almanac*, *Information Please Almanac*, and other reliable sources.

F. Other skills

1. Arrange, outline, and organize data for a purpose.

2. Work effectively in groups or committees.

3. Strengthen through practice the communicative skills previously learned.

4. Prepare and present material by means of charts, cartoons, posters, drawings, diagrams, bulletin-board displays, and exhibits.

5. Participate in individual and class activities through reports, panel discussions, and interviews.

WORLD GEOGRAPHY

Unit I. Our Earth (Introduction)

Generalizations

1. What is the importance of studying geography?

2. Progress through transportation, communication, and machine power brings people closer together.

3. Knowledge of the entire earth is desirable to understand any local environment.

   Size and shape
   Seasons
   Measuring on maps and globes
   Great circle routes
   Map projections

4. The availability and use of natural resources condition man's standard of living.

5. Seven basic factors influencing climate are:

   Temperature
   Humidity
   Atmospheric pressure
   Winds
   Latitude
   Altitude
   Nearness to large bodies of water

6. The climate regions of the world have unique characteristics which affect man's way of life.

Unit Outline

A. Introduction to geography

B. Earth and the solar system (pages 21-23*)

   1. Size

   2. Shape

   3. Movement

---

* Page numbers given in this course refer to the basic text Kolevzon and Heine, *Our World and Its Peoples*, Allyn and Bacon, Inc., 1960.

a. Rotation for day and night
b. Revolution and inclination for seasons

C. Measuring on maps and globes

1. Longitude and latitude (pages 24-25)

2. Great circle route (pages 29-30)

D. Map projections, differences (pages 30-33)

E. Natural Resources (pages 46-48)

1. Definitions

2. Kinds

3. Distribution

"Have and have not areas," see maps on page 45.

F. Climates (reinforce climate regions throughout year as applicable) (pages 50-55)

1. Seven factors of climate

2. Regions of earth--climate pattern

Questions --Use question boxes and exercises at end of the chapter to correlate with unit outline.

1. What is geography, and how does it affect man?

2. Do transportation and communication help people to be dependent or independent?

3. What effect has rotation of the earth on human activity?

Suggested Teaching Procedures

1. The science course of study discusses earth movements. Emphasis should be placed upon concepts which relate directly to geography, such as seasons, climate, latitude, and longitude.

2. The unit lends itself especially well to audio-visual aids. See list at end of unit.

Films

Why Seasons Change	SM 493.7	11 min.-e-j
Orbit, seasons		
Earth and the Sun's Rays	SM 490.5	8 min.-e-j
Unequal distribution of sun's rays affects temperatures		
Climate and the World We Live in	SM 579.133	13½ min.-e-j
Climate, latitude, winds		

Unit II. The United States (including Alaska and Hawaii)

Generalizations

1. The attributes which help determine United States world leadership are a progressive people and rich natural sources of minerals, soil, forest, water power, fish, and climate. A free economy stimulates growth.

2. A stimulating, humid continental climate; a dense population; sources of mechanical power; good transportation facilities; raw materials; and markets combine to make Northeastern United States the world's most highly developed industrial region. This region also contains the nation's grain area.

3. The long growing season and adequate rainfall have helped to make Southern United States a leading agricultural region. This region has started to raise its standard of living by diversifying its agriculture and inviting industry.

4. Thinly populated Western United States with its wide range of topographic features and inadequate rainfall lives chiefly from dry farming, irrigation, grazing, mining, and the tourist trade.

5. The Pacific Coast is influenced by ocean winds. An exploding population serves distant markets with fruit, vegetables, wood products, and fish. Unfavorable water distribution in this region hinders economic growth.

6. Hawaii, "Crossroads of the Pacific," has rich soil, warm climates and adequate rainfall. Sugar cane and pineapples are its chief exports.

7. Alaska, our largest state, has some mineral resources; but, because of its climate, topography, and transportation difficulties, its economic development is more slow.

Unit Outline

A. Overview (pages 70-79)

B. Northeastern United States (pages 80-103)

1. Humid continental climate

2. High density of population

3. Agriculture

a. Truck farming
b. Grain belt

(1) Hogs
(2) Dairy products

4. Industry

a. Mining
b. Transportation
c. Basic, diversified products

5. Fishing and shipping

6. Metropolitan areas

C. Southern States (pages 104-122)

1. Humid subtropical climate

a. Long growing season
b. Plentiful rainfall

2. Agriculture

a. Cotton (one crop economy)
b. Tobacco
c. Citrus fruits
d. Other crops

3. Manufacturing

4. Petroleum

D. Western United States (pages 123-132)

1. Topography

a. Mountains
b. Deserts

2. Climate

3. Agriculture

    a. Dry farming
    b. Irrigated crops
    c. Grazing

4. Mining

    a. Copper
    b. Gold
    c. Silver

5. Tourism

E. Pacific Coast (pages 133-145)

1. Climate

    a. Northern (marine)
    b. Southern (Mediterranean)
    c. Winds

2. Intensive irrigated agriculture

    a. Vegetables
    b. Citrus fruits
    c. Northern fruits

3. Industry

    a. Lumbering
    b. Fishing
    c. Mining
    d. Movies and recreation
    e. Diversified manufacturing

F. Hawaii (pages 452-455)

1. Strategic location

2. Climate

3. Economic activity

    a. Sugar cane
    b. Pineapples
    c. Tourists

G. Alaska (pages 470-475)

1. Location

2. Climate

    a. Tundra
    b. Taiga

3. Economic activity

   a. Mining
   b. Fishing

Questions

1. Would you find more individual initiative in privately owned business or in government-owned business?

2. Why are truck farms found close to large cities?

3. What effect has cotton on the development of the South?

4. How does the lack of water hinder the growth of the West?

5. How great an asset are the Western mines?

6. Describe the changes in vegetation on an automobile trip from Los Angeles to Seattle.

7. Which is more valuable to the United States, Alaska or Hawaii?

Suggested Teaching Procedures

1. It is suggested that the teacher emphasize economic and geographic aspects of the United States since the student will concentrate on its history and government in grade 8.

2. It is suggested that teacher refer to the question boxes found in each chapter of the textbook and to the Teachers' Manual.

3. Maps are especially helpful in establishing geographic relationships.

Films

Geography of the United States: An Introduction	SM 579.105	13 min.-j
An overview		
Northeastern States	SM 579.110	11 min.-e-j
Geography of the Northeast		
Geography of the Pacific States	SM 579.135	11 min.-e-j-s
Agriculture, climate, population growth		
Corn Farmer	SM 579.4	15 min.-e-j-s
Water, Lifeblood of the West	SM 549.0	12 min.-j-s
Geography of the Southern States	SM 579.102	10 min.-e-j

Unit III. Canada

Generalizations

1. Canada, the second largest nation in the world, possesses a vast store of valuable minerals and timber but faces the problem of developing these resources with a small population.

2. The common heritage of Canada and the United States (language, background, and government) and their economic ties (trade and investment) have fostered a close friendship and an alliance in world affairs.

3. Topography and northern latitudes limit farming; nevertheless Canada is a world leader in some agricultural products.

4. The majority of the people live in the fertile farmlands and in the industrial centers of the St. Lawrence River Valley.

5. The recent development of railroads, highways, airways, and waterways is helping to solve Canada's transportation problem.

Unit Outline

A. Introduction (size, location, government, relation to the United States) (pages 150-151)

B. Natural divisions (pages 151-161)

   1. Maritime

      a. Humid continental
      b. Fishing

   2. St. Lawrence (and Seaway)

      a. Humid continental
      b. Industrial

   3. Prairie Provinces

      a. Humid continental, steppe
      b. Wheat

   4. Pacific

      a. Marine, taiga
      b. Fishing

   5. Arctic (sparse population)

      a. Taiga
      b. Tundra

C. Economics (pages 162-175)

1. Minerals (iron, nickel, petroleum) (pages 162-165)

2. Transportation (pages 169-171)

3. Government attitude toward business (pages 173-175)

Questions

1. Why are the United States and Canada so friendly?

2. Why isn't Canada's population larger considering its size?

3. How does the St. Lawrence Seaway affect Pittsburgh?

4. What happens to Canada's wheat surplus?

5. How does topography help to make Canada's western coast its area of heaviest rainfall?

6. Why does Canada have so many different kinds of climate?

Films

Canada: Geography of the Americas	SM 561.9	13½ min.-e-j-s
Overview of entire area		
Industrial Provinces of Canada	SM 561.1	10 min.-e-j-s

Unit IV. Latin America

Generalizations

1. Topography and climate are so unfavorable that vast areas are uninhabited.

2. In Central America, the tropical climate lends itself to the growing of specialized crops: cane sugar, cacao, bananas, and coffee.

3. Latin America's valuable resources are being slowly developed.

4. The growth of manufacturing has been slow due to the hindrances of poor transportation, lack of coal, scarcity of capital, shortage of skilled and educated workers, limited home markets, absence of a large middle class, and unstable governments.

5. Poor economic conditions and the unstable governments of Latin-American members of the Organization of American States are of concern to the United States.

6. Many Latin-American countries suffer the effects of a one-crop economy.

Generalizations of Selected Countries

Argentina

1. The climate and plains of the pampas allow the growing of wheat and raising of cattle; Argentina's industry depends chiefly on the processing of these agricultural products.

2. Compared to the rest of Latin America, Argentina has a high standard of living, a large middle class, and a population composed chiefly of European ancestry.

Brazil

1. To avoid the dangers of a one-crop economy based on coffee, Brazil has diversified its agriculture, made greater use of its mineral wealth, and developed into Latin America's leading manufacturing area.

2. New techniques have enabled Brazilians to partially overcome the geographic handicaps to human activity in the Amazon Basin.

Mexico

1. Mountains, jungles, and deserts limit cultivation to one-thirtieth of the land; yet half the people make a living by farming.

2. The rich mineral wealth of this country has not brought a high standard of living to its people. The wealth from mines and oil wells has benefited only a small group of Mexicans and foreign investors.

Unit Outline

A. Overview of Latin America (pages 180-209) Approximately three weeks

1. Topography (pages 184-185)

a. Mountains

(1) Mexican Highlands
(2) Andes

b. Plateaus
c. Lowlands

2. Waterways (pages 185-186)

a. Amazon
b. Rio de la Plata
c. Orinoco
d. Panama Canal

3. Climate (pages 186-188)

a. Tropical rain forest
b. Steppe--tropical savannah
c. Desert
d. Humid subtropical
e. Vertical

4. People (pages 181, 202; Chapter 13)

a. Heritage
b. Distribution
c. Government

5. Resources (Chapter 12)

a. Minerals (pages 196-198)

(1) Petroleum--Venezuela
(2) Tin
(3) Silver
(4) Bauxite

b. Crops (pages 189-194)

(1) Coffee
(2) Sugar cane
(3) Bananas
(4) Henequin
(5) Cacao

B. Selected countries-- Approximately one week

1. Argentina (pages 210, 211 [map], 212, 213)

   a. Pampas
   b. Manufacturing
   c. People
   d. Current government

2. Brazil (pages 214 [map], 215, 216)

   a. Portuguese heritage
   b. Agriculture
   c. Mining and manufacturing
   d. Current government

3. Mexico

   a. Physical divisions (page 217)

      (1) Mexican basin
      (2) Desert
      (3) Tropical rain forest

   b. Mining
   c. Manufacturing
   d. Agriculture

      (1) Cash crops
      (2) Home crops

Questions

1. Discuss the reasons why certain areas of South America have so few people, especially the Amazon Basin and the Bolivian Plateau.

2. Are unstable governments the cause or result of the wealth of the country being in the hands of a few?

3. Why is air transportation developing so much faster than railroads?

4. What mineral resources that are lacking in South American countries would most benefit them?

Specific Countries

1. Argentina: Why is it difficult for Argentina and the United States to trade with each other?

2. Brazil: Since Brazil has great natural wealth, why are so many of its people poor?

3. Mexico: Contrast the difference between our Canadian and Mexican neighbors.

Films

Latin America: Introduction Overview	SM 574.53	11 min.-color-j
Geography of South America: Brazil Geographic features, agriculture, industry	SM 574.6	13 min.-e-j
Central America: Geography of the Americas Topography, climate, crops, trade	SM 574.44	10 min.-e-j
People of Mexico Habits and customs of the people in rural area	SM 574.39	11 min.-e-j-s
Life in Grasslands (Argentine Pampas) Geography, crops, and community life	SM 574.48	11 min.-e-j

Unit V. Northwest Europe

Generalizations

1. The leading countries of Northwest Europe have profoundly influenced the culture of the United States.

2. The European Common Market is causing drastic changes in the trade patterns of the Northern European countries.

3. The United States is deeply concerned that this very large segment of our trade continue.

4. Highly productive farms and vigorous human activity are encouraged by marine climate.

5. Principal factors in Europe's expanding manufacturing are nearness to ocean routes, skilled workers, good climate, excellent transportation, capital, and extensive mineral resources.

Generalizations of Selected Countries

The United Kingdom

1. The United Kingdom is of special interest to Americans because the English colonists brought ideals, customs, language, literature, and democratic ideals to North America and is the closest ally of the United States today.

2. The people of the United Kingdom import food and raw materials and export manufactured goods from its natural harbors.

3. The United Kingdom is the focal point of a large association of countries called the "Commonwealth of Nations."

France

France produces most of the agricultural products and manufactured goods its people need. This is a balanced economy.

Sweden

The people of Sweden have reached a high standard of living by using their natural resources to good advantage and by working out their problems together.

Germany

1. Germans have made outstanding contributions to art, literature, music, and science.

2. Although divided, Germany is the key to Europe. Both the non-communist countries of the West and the Soviet bloc of the East want the help of German industry and man power.

3. Large deposits of bituminous coal and lignite, skilled workers and engineers, and a fine transportation system, have made Germany the industrial heart of Western Europe.

Unit Outline

A. Overview (pages 228-265)
Periodicals are particularly useful in this unit, especially when considering the Common Market.

1. Climate (pages 235-236, maps on pages 230-231)

2. Topography (pages 233-234)

a. Plains
b. Highlands
c. Waterways

3. Culture gifts from ancestors and immigrants (Chapter XVIII)

4. Agriculture (pages 238-246)

a. High yield per acre
b. Insufficient to feed people

5. Manufacturing (pages 246-254)

6. Trade--Common Market (Current events and pages 255-259)

B. The United Kingdom

1. Our English heritage

2. Physical features

3. Empire and Commonwealth

C. France

1. Balanced economy (pages 273-275)

2. Culture

D. Sweden

1. Resources

2. Government

E. Germany--emphasis on West Germany (pages 280-285) (4 days)

1. Political division

2. Economic base

3. Culture

Questions

1. How have the resources of Northwest Europe aided its industrial development?

2. Why are more crops raised per acre in many parts of Northwest Europe than in the United States?

3. Economically, how does Northwest Europe (Common Market) counterbalance the Soviet Union?

4. How is the Common Market affecting the United States?

5. Why has the United Kingdom been called the "Mother Country"?

6. Why is Germany called the "key" to Europe?

Films

Introducing the United Kingdom Overview	SM 563.1	20 min.-j-s
Western Europe: An Introduction Geographic	SM 569.51	11 min.-j-s
Germany--the Southern Uplands Western Germany in today's world	SM 565.5	18 min.-color-j
France and Its Peoples Everyday life in France	SM 564.8	14 min.-j-s

Unit VI. The Mediterranean Region and the Middle East

Generalizations on Mediterranean

Mediterranean Area

1. The Mediterranean region has produced elements of western culture and major religious beliefs.

2. Most of the Mediterranean people make a living by farming in spite of summer drought and hilly topography. By using terraces and irrigation, the farmers take advantage of the mild, rainy winters to overcome these problems.

3. The development of industry is limited by lack of coal and other major minerals and the shortage of skilled workers.

Italy

1. Fertile land is scarce, and the overcrowded population is concentrated in river valleys and coastal regions. The population problem has been partially solved by emigration, land reform, and industrialization.

2. Membership in the Common Market is beneficial to Italy.

Israel

A new nation of energetic people with a dynamic government and surrounded by hostile neighbors, Israel is achieving progress in a small desert land with sharp limitations.

Egypt

The center of life is the Nile Valley where irrigation and year-round warm, dry climate are responsible for this country's role as a leading cotton producer.

Generalizations on the Middle East

1. Lack of water, with the exception of the Tigris and Euphrates River Valleys, and landlordism have produced extremes of wealth and poverty.

2. The oil fields of the Middle East are important in world economy.

Unit Outline

A. Mediterranean

1. Culture (pages 292-296)

a. Cradle of civilization
b. Religion

2. Physical (pages 297-301; use map on page 294)

a. Topography
b. Climate

3. Land use (pages 302-311)

a. Agriculture
b. Manufacturing

4. People (pages 312-313; 296-297)

B. Selected countries

1. Italy (pages 314-317)

a. Po River Valley (pages 304, 311)
b. Population
c. Common Market (use supplementary references)

2. Israel (pages 318-321)

a. Location
b. People

3. Egypt (pages 321-322)

a. Location
b. People (use current references)

C. Middle East (pages 325-330)

1. Climate

2. Oil

3. Poor distribution of wealth

Questions

1. What are the characteristics of the Mediterranean climate?

2. Why is manufacturing limited in the Mediterranean region?

3. How has its location contributed to Italy's economic development?

4. Contrast life in Israel with life in Egypt.

5. Is oil a curse or a blessing to the Middle East?

Films

Middle East SM 559.22 14 min.-j-s

Geographic overview

Pompeii and Vesuvius SM 566.4 10 min.-color-j-s

Excellent on volcanoes in Italy

Unit VII. The U.S.S.R. and Eastern Europe

Generalizations

1. The U.S.S.R. covers more than one-sixth of the world's land surface, but its northern location and dryness limit its development.

2. No other nation is so landlocked or has such seasonal extremes of climate.

3. The fusion of many diverse cultures has resulted in excellent art, music, literature, and ballet which are recognized throughout the world as being Russian.

4. The U.S.S.R. is the world's leading producer of wheat. Most of its crops are grown on collective farms in the Black Earth area.

5. Through government-planned economy, the Soviet Union has become the second leading manufacturing country of the world, but living standards are low because of an emphasis on heavy industry. The Soviet Union is second only to the United States in wealth of mineral resources.

6. Transportation is largely inadequate for such a powerful country, but waterways and railroads carry most of the freight.

7. Under communism, the government of the Soviet Union owns and operates all industries and suppresses all contradictory expression.

8. The U.S.S.R. and the United States are engaged in long-range competition for men's minds and world markets. It is imperative that the United States does not underestimate this challenge.

Eastern Europe

1. The Eastern European countries are Soviet Union satellites, with exception of Yugoslavia, and have populations of differing languages, religions, and customs.

2. The low standard of living is influenced by inefficient methods of farming, little development of potential water power and mineral resources, limited markets, and scarcity of skilled and educated workers needed for manufacturing.

Unit Outline

A. The U.S.S.R.

   1. Geographic features (use map skills)

      a. Location and size (latitudinal extent)
      b. Topography
      c. Climate (page 340)

(1) Continentality (extreme seasonal temperature variations caused by distances from water)
(2) Cold and dry

2. The Soviet economy

a. Agriculture

(1) Black Earth belt
(2) Collective farms

b. Industry

(1) Mineral resources
(2) Manufacturing belts (Eastern Ukraine, Urals, Kuznetsk Basin, Moscow)
(3) Others (fish, furs, forests)

c. Transportation

(1) Railroad
(2) Canals
(3) Others

d. Government "controls"

(1) Ownership
(2) Planning

3. Comparison of U.S.S.R. to United States (page 383)

a. Compare the economy of the U.S.S.R., the social classes, religion, and government to those of the United States.
b. Enrich in similar fields of the teacher's choosing.

B. Eastern Europe

1. Satellite countries, ethnic groups

2. Geographic influences

3. Government, one-party type

4. Productivity

Questions

1. Why does it get colder in the central part of the U.S.S.R. than it does in the north?

2. What factors, besides soil, limit major agricultural crops to the Black Earth belt?

3. What important resources determined the development of the Kuznetsk Basin?

4. How are prices and profits determined in the Soviet Union?

5. "Social classes have been abolished in the U.S.S.R." Give facts to prove or disprove this claim.

6. Why does the United States have more than one political party and the U.S.S.R. only one?

7. In case of war what value would the satellite countries be to the U.S.S.R.?

Films

Russian Life Today--Inside the Soviet Union SM 569.65 21 min.-color-e-j-s

Earning a living in urban and rural communities

U.S. and U.S.S.R.--An Economic Overview F 169.67 40 fr.-j-s

Filmstrip

Poland: Land and the People SM 569.62 13½ min.-e-j

Overview

Unit VIII. The Far East--Including Australia and New Zealand

Generalizations

1. The ancient cultures of the Far East have made valuable contributions in art, religion, and science.

2. Dense populations concentrate in river valleys where they can best find transportation, food, living space, top soil, and irrigation.

3. The latitudinal extent of the Far East produces a variety of climates which are vitally influenced by monsoon winds.

4. About one half of the world's people live in this region. Intensive farming is the principal means of subsistence. Here is the greatest concentration of hunger in the world.

5. A market for tropical products such as, tea, rubber, spices, sugar, jute, silk, and cotton, in more temperate lands, plus a large force of cheap labor encourages plantation agriculture.

6. The mineral resources of the Far East are largely undeveloped; large deposits of tin, manganese, antimony, and tungsten are exported.

7. Manufacturing has developed slowly because of a lack of capital, skilled labor, transportation, and markets.

8. Huge populations, religious conflicts, tradition versus change, landlordism, disease, high rates of illiteracy, ethnic groupings, and many languages hinder the progress of the people of the Far East.

9. The United States is attempting to stop the spread of communism in this region.

Japan

A small island nation with a shortage of fertile land has managed to support a dense population. By utilizing her strategic location, good harbors, hydroelectric power, and soft coal, Japan has become the leading industrial and trading nation of the Far East.

China

Ranking first in population in the world and third in size, Communist China's main problem is to provide food for its people from the comparatively small amount of land that can be farmed.

India

The low standard of living in India is mainly conditioned by a rapid growth of population and backward methods of farming, limited education, caste customs, and religious beliefs.

Australia

The culture of the Australian people is inherited from Great Britain. Grazing, a successful response to dryness, makes Australia the world's leading wool producer.

New Zealand

The marine climate and level or rolling lands have encouraged farmers to specialize in the raising of sheep and cattle for products which have high export value.

<u>Unit Outline</u>

A. Overview--use map skills (11 days)

1. Location and extent

a. Oceans
b. Nations

2. Topography and climate

3. River valleys

    a. China
    b. India

4. Agriculture

    a. Intensive, extensive
    b. Products, areas
    c. Problems (pages 405, 414)

5. Industry

    a. Resources
    b. Rate of growth

6. Race and religion (see Suggested Teaching Procedures)

7. Culture

    a. Contributions--art, religion, science
    b. Customs

8. Current problems

    a. Political
    b. Economic

B. Selected countries

    1. Japan

        a. Topography and climate

            (1) Size
            (2) Population and food

        b. Industry

            (1) Manufacturing
            (2) Trade

        c. People

            (1) Government
            (2) Customs

    2. China

        a. Size and topography
        b. Climate and agriculture
        c. Mining and manufacturing
        d. Government

            (1) Type--Communist
            (2) Leaders

3. India

   a. Simularities to China

      (1) Population
      (2) Food problems
      (3) Underdeveloped resources

   b. Difference from China in response to its problems

4. Australia

   a. Location, size, and population
   b. Topography and climate
   c. Agriculture

      (1) Sheep
      (2) Wheat
      (3) Dairy products

   d. Government (economic implications of Asiatic exclusion)

5. New Zealand

   a. Location
   b. Description

Questions

1. In what ways has the Far East enriched our lives today?

2. How do the monsoon winds affect the daily life of the people?

3. What is the difference between extensive and intensive farming?

4. Where would the Far East find a market for their products if they didn't sell to Europe and the United States?

5. What are the disadvantages in the development of democracy in the Far East?

6. What influence do latitude, wind, and the surrounding bodies of water have on the climate of Australia?

Suggested Teaching Procedures

1. The sensitive and important topic of race can be discussed most effectively in this unit. The movie "Brotherhood of Man" is very good on this topic.

2. Latitude and longitude can be effectively used in determining place.

Films

India, Asia's New Voice	SM 559.15	17 min.-j-s
Economic and social		
China: The Land and the People	SM 559.9	13 min.-j-s
Overview, culture, and industrialization		
Children of Japan	SM 559.14	11 min.-e-j
Home life		
Challenge by China	F 159.14	53 fr.-color-j-s
Communist China		
Living in Southeastern Asia	F 159.13	58 fr.-e-j-s
Very good for overview		
Living in Japan	F 159.12	60 fr.-color-e-j-s
After World War II, in Japan		
Australia	SM 560.1	11 min.-e-j-s
Overview		
Brotherhood of Man	SM 589.1	9 min.-j-s
Excellent cartoon presentation of race discussion		

Unit IX. Africa

Generalizations

1. The rapid change from a continent of colonies to a continent of independent nations will influence world economy and affect political alignments in the United Nations.

2. Africa's sharply rising plateaus have hindered transportation, culture, and economic growth.

3. Africa, extending from the world's largest desert to its densest jungle, has subsistence and plantation agriculture.

4. South of the Sahara the majority of the people are Negroid. Economic and political control is changing from European to local administrators.

5. Many Europeans migrated to the Republic of South Africa because of its climate and resources. The Republic of South Africa has a threatening, unsolved problem of racial relationships.

Unit Outline

A. Geography

1. Topography

a. Plateaus
b. Mountains
c. Deserts
d. Rivers

2. Climate (use map, page 457)

3. Agriculture

a. Subsistence
b. Plantation

4. Resources

a. Mineral
b. Water power

5. People

a. Tribal groups (use *The World Book*)
b. Cultural differences

6. Nations and colonies

a. Leaders (people)
b. European ties

(1) French
(2) British
(3) Portuguese
(4) Common Market

B. Republic of South Africa

1. Topography and climate

2. Agriculture--subsistence

3. Industry, minerals

4. People--apartheid

Questions

1. Why is Africa important today?

2. Why are many Africans leaving their tribes to work in urban areas?

3. In what way might communism become a threat in Africa?

4. What is the attitude of independent nations in Africa toward their former colonial rulers?

5. What is "apartheid"?

Teacher's Suggestions

There have been changes in the map of Africa. Please use a current map and literature to verify these changes.

Republic of South Africa
Somalia
Republic of Congo at Leopoldville
Republic of Congo at Brazzaville
Sudanese Republic
Egypt

Films

Pygmies of Africa	SM 558.1	20 min.-j-s
Primitive daily life		
Union of South Africa	SM 558.9	17 min.-s
Its land and people		
Central Africa--Focus on Liberia and Ghana	F 158.17	40 fr.-j-s

Unit X. Toward a Better World

Generalizations

1. Wiser utilization of natural resources by people will raise their standard of living.

2. The release of atomic energy has made the extinction of mankind a possibility in the advent of another major war.

3. The United Nations is working to prevent war and to solve the world's economic and social problems.

Unit Outline

A. Resources

   1. Development

      a. Misuse of resources
      b. Wise use of resources--conservation

   2. World trade

      a. Restrictions
      b. Agencies

B. United Nations

   1. Organization

   2. Function

Questions

1. Why is hydroelectric power especially important to underdeveloped countries?

2. Show how two specific nations benefit from trade (give examples).

3. Describe ways in which the United Nations aids underdeveloped countries.

Films

Grand Design SM 588.53 9 min.-j-s

United Nations agencies--purpose

We The People SM 588.40 8 min.-j-s

United Nations

Introduction to Foreign Trade SM 576.9 10 min.-j-s

Distribution of raw materials and markets are shown

Man on the Land SM 576.13 16 min.-color-j-s

Man's standard of living

SUGGESTED PROGRAM FOR UPPER TRACK SECTIONS

Major Objectives

1. To develop critical thinking and an objective approach to geography

2. To help students understand the economic response to geographic environment

3. To use maps more effectively in interpreting current world conditions

4. To establish a firm and broad foundation in geographic skills and understandings:

   a. Use maps and graphs for comparative interpretations

   b. Read and interpret United States weather maps (This involves the ability to read isotherms, isobars, fronts, and other symbols.)

   c. Construct and read cross-section diagrams

5. To encourage participation by students in collateral learning activities, such as field trips, committee reports, debates, advanced map and chart work, and in other research beyond the text

6. To interest students in the International Geophysical Year activities, especially while studying the polar areas (Such a study may lead to a vocational interest in this type of work.)

7. To motivate children to an interest in the allied professional fields

8. To become aware of the economic strengths of the major powers in the world today

9. To learn how the Common Market operates and the meaning of this new economic unit to the other major world economies

Supplementary Outline for Upper Track

Text: Edward R. Kolevzon and John A. Heine, *Our World and Its Peoples*, Allyn and Bacon, Inc., 1960.

The time allotment and sequence for these units remain the same as for the middle track. Additional skills, concepts, and activities are limited by the units.

Unit I. Our Earth

1. Relationship of elevation and geographic features to climatic regions (pages 40, 52-53, 55, Activity 2 on page 49)

2. Effects of the earth's inclination on climate and seasons (page 22)

3. The determination of time zones and the International Date Line (pages 26-28)

4. The main types of maps--their limitations and uses (pages 29-33, Activities 2 and 3 on page 64)

5. The construction of climagraphs (page 54)

Reinforce in other units, especially the Mediterranean, the United States of America, and the U.S.S.R.

Unit II. The United States

1. Encourage able students to prepare reports on the leaders in the United States industrial development.

2. Give students the opportunity to explain the "Flow Chart of Steelmaking" on page 97 and to construct and explain similar charts for other industries.

3. Construct bar graphs to show United States production of various key commodities.

4. Construct climagraphs from data obtained from *Introduction to Climate*, 3rd edition, Glenn T. Trewartha. (See Bibliography)

Unit III. Canada

Review the St. Lawrence Seaway system using the cross section on page 170.

Unit IV. Latin America

1. Bring the statistics used to construct the graphs on page 223 up to date. Construct new graphs and develop the ideas listed.

2. Develop one or more lessons on the obstacles to satisfactory economic development in Latin America.

Unit V. Northwest Europe

1. Use library resources to develop lessons that deal with concepts that make the Common Market understandable.

2. Use the most recent statistics to correct the graph on page 286 and work the exercise.

3. Construct graphs showing the relative economic growth of the Common Market with the economic growth of the United States since 1950.

Unit VI. The Mediterranean Region and the Middle East

1. Construct a graph that shows the production of the leading petroleum producing countries and areas. (Use 1962 statistics)

2. Construct and explain a climagraph of this geographic region. Refer to *Introduction to Climate*, 3rd edition, Glenn T. Trewartha for data.

Unit VII. The U.S.S.R. and Eastern Europe

1. Interest able students in a project that will show clearly the Soviet economic growth. Complete the graphs shown on page 356 to the most recent date. Add such basic items as petroleum, wheat, corn, cement, and meat.

2. Have able students study independently in the library to learn how the economy of the U.S.S.R. is similar to and how it differs from that of the United States. They should get some idea as to the sources of capital, the place of labor, and the problem of growth.

3. Construct climagraphs for the U.S.S.R.

Unit VIII. The Far East

1. By means of maps, diagrams, and written paragraphs, develop the concept of how monsoons affect climate.

2. Make library time available to the able students to compare China and India. What problems do they have in common? How to they differ in methods of solving these problems?

3. Make an intensive study of Japan's economic development and the reasons for it.

4. Use item 2 in Question Box 6 on page 405 as the basis for a discussion to deepen understanding about a problem common to the Far East.

Unit IX. Africa

By use of the specialized maps on page 456, and from other sources, give the able students an opportunity to write a brief paper on African geography.

Unit X. Toward a Better World

Develop special lessons in the following areas: problems related to the use of the world's resources; problems caused by the population explosion; and problems incurred by the United States in seeking a favorable balance of trade.

BIBLIOGRAPHY

It is especially important to this upper track that the teacher make corollary material--books, periodicals, current news--available to the student on a level which will challenge his abilities.

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Smith, J. Russell, and Phillips, M. Ogden, *North America*, revised edition. New York, Harcourt, Brace and Company, 1942.

Snow, Edgar, *The Other Side of the River*. New York, Random House, Inc., 1962.

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Trewartha, Glenn T., *Introduction to Climate*, 3rd edition. New York, McGraw-Hill Book Company, Inc., 1954.

Suggested Texts

James, Preston E., and Davis, Nelda, *The Wide World*, revised edition. New York, The Macmillan Company, 1959.

A good supplemental text

Phillips, Mary Viola, *World Geography for High Schools*. New York, Holt, Rinehart and Winston, 1960.